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ABSTRACT

The major purpose of Project Open Door was to design, develop, test, and disseminate a portable module for vocational educators and others to use with junior high school students in pre-vocational exploration free of sex stereotyping. The module produced contained a slide presentation with accompanying cassette tape and a leader's guide. An attempt was made, in creating the presentation, to show how wide are the vocational choices open to students and to deal with some of the myths surrounding social roles in a time of changing men's and women's roles. The (appended) leader's guide can help the presenter to lead group discussion on roles and role expectations. Third party evaluation (appended) and screening comments indicated that the presentation may have wider applicability. Such applications might include helping adults to understand the kind of assistance adolescents need to move beyond stereotypes, or showings to students in senior high as well as in upper elementary school who could benefit from exposure to visual and aural presentation of men and women in nontraditional occupations. (CP)

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Final Report

on

PROJECT OPEN DOOR

prepared for

District of Columbia Commission for Women

Washington, D.C.

by

Mary Ellen Verheyden-Hilliard

Verheyden & Associates

3747 Huntington Street, N.W.

Washington, D.C. 20015

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Script of--
HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS? . . 65

Project Open Door was funded on September 1, 1977 through a grant from the Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education to the D.C. Commission for Women. The work of the thirteen-month grant was carried out under a District of Columbia Government contract to Mary Ellen Verheyden-Hilliard of Verheyden & Associates, Washington, D.C. The project director was Mary Ellen Verheyden-Hilliard and the project assistant was Sarah Bennet McGranery.

Summary

The major purpose of Project Open Door was to design, develop, test and disseminate a portable module for vocational educators, and others, to use with junior high school students in pre-vocational exploration. The module contains a 20 minute, 80-frame sound and color slide presentation with accompanying cassette tape for either manual or synchronized projectors plus a 33-page Leader's Guide.

Hey, What Are Your Plans for the Next 60 Years? is the title of the slide show. Its purpose is to help girls and boys understand that wider vocational choices really are open to both sexes and to assist the boys and girls to deal with some of the myths surrounding social roles in relation to the changing roles of women and men. The Leader's Guide is designed to strengthen the ability of the presenter to lead a discussion on the above topics.

Under terms of the contract, 68 sets of the module were produced to be disseminated at no cost to the Vocational Sex Equity Office in each State Department of Education and the District of Columbia, to the Director of Vocational Education in each Trust Territory, and to the

Sex Desegregation Assistance Centers funded by Title IV of the Equal Educational Opportunities Programs of the U.S. Office of Education for use in their work with the schools.

Hey, What Are Your Plans for the Next 60 Years? was tested with junior high school students. The evaluation report, prepared by Steiger, Fink and Kosekoff of Los Angeles, California, indicated positive and favorable results. Additionally, comments resulting from screenings with adults suggest that the slide show can be used as a training film to help adults understand the kind of assistance girls and boys need to move beyond the stereotypes. Adults also felt that the junior high target audience of the sound and color slide show could be expanded to include students at the upper elementary and senior high school levels as well as those at the junior high school level.

History

An Advisory Committee was established in the early weeks of the project. Letters from Ms. Anne Turpeau, Chair of the District of Columbia Commission for Women, were sent to Dr. Vincent Reed, Superintendent of the D.C. Public Schools, asking him to appoint the following school personnel to the Advisory Committee:

Ms. Felicia Glascoe
Assistant
Career Development

Dr. Otho E. Jones
Assistant Superintendent
Career Development Programs

Dr. James Guines
Associate Superintendent
Instructional Services

Ms. Turpeau invited the following persons from the Commission to serve on the Advisory with herself:

Dr. Katherine Cole, Chair
Associate Professor of
Guidance and Counseling
Bowie State College

Ms. Marguerite Selden
Retired Assistant Superintendent
D.C. Public Schools

Ms. Helen Lewis
Executive Director
Commission on the
Status of Women

All nominees accepted.

The Advisory Committee met on October 25, 1977. Present were Ms. Helen Lewis, Dr. Otho Jones, Ms. Felicia Glascoe, Dr. James Guines, and Ms. Marguerite Seldon. Also attending were project staff, Ms. Mary Ellen Verheyden-Hilliard and Ms. Sarah McGranery and U.S. Office of Education project officer, Ms. Velma Brawner. The Advisory Committee met in the early days of the project to discuss ideas and direction and to review plans for the workshop to be held with selected District of Columbia vocational educators on sex stereotyping in vocational education.

Before the workshop, the project director and the project assistant visited all of the District of Columbia Career Development Centers. The purpose of these visits was to talk with the educators in the schools to learn their perceptions and concerns in the area of sex stereotyping and sex bias and to make a preliminary assessment of school sites which would be appropriate to be photographed for the slide/sound show.

On-site, individual meetings were conducted with:

Ms. Zenobia Broker, Principal
Burdick Career Development Center

Dr. George Gordon, Principal
Penn Career Development Center

Mr. Percy Cook, Principal
Phelps Career Development Center

Col. Talmadge Moore, Counselor
Bell Hiatt Career Development Center

Mr. Paul Quander, Principal
Chamberlin Career Development Center

Additionally the project staff visited two Career Resource Centers: one at Bunker Hill Elementary School and a second at the Ellington School of the Arts.

At each Career Development Center the project was given samples of school publications. As part of the project plan, these were reviewed for sex fairness. Admission forms appeared to be entirely without bias. In students material some general use of the male pronoun and stereotypic use of the female pronoun was found. Pictures in the materials showed males many more times than females. Two young men were shown typing. There were no pictures of females in nontraditional jobs.

All of the films listed in the catalogue at the D.C. Media Center of the District Schools were reviewed and those described as pertinent to women's nontraditional occupational choice were screened.

This preliminary work provided additional background to the local schools, and sharpened insights as to where the gaps were in exemplary audio visuals which would assist youngsters to make non-stereotypic choices.

Two training/discussion workshops were held during the course of the project with District of Columbia school personnel. Participants included counselors, principals, central office administrators, subject area supervisors, vocational educators and other school-related project directors. The participant list is Appendix A. The workshop agendas are Appendix B.

At the first workshop on November 1, 1977, opening remarks were made by Ms. Anne Turpeau, Chair of the Commission for Women; Dr. Otho Jones, Assistant Superintendent, Career Development Programs; Ms. Velma Brawner, Project Officer, U.S. Office of Education; and Ms. Angie King Corley, Counselor, D.C. Public Schools. A list of materials provided for display and as resources for participants is Appendix C.

The project director led the workshop beginning with an overview of statistical and research information on sex discrimination and sex stereotyping. The presentation was followed by small group discussions on positive accomplishments of the schools in eliminating sex discrimination and what were perceived to be the chief roadblocks to achieving complete educational sex equity.

Participants agreed that new strategies for recruitment of students are needed. Among the suggestions which were put forth by the participants:

<u>To Assist in Non-Sexist Career Development</u>

Demonstration of total commitment for sex equity at the administrative level.

Educate parents and other adults working with young people to recognize sex stereotypes.

Develop plans to include the community and the family in understanding the need for educational sex equity.

Develop career programs in schools that emphasize numerous careers open to both boys and girls.

Locate more women in nontraditional jobs who will come to the schools to talk to young people as role models.

Plan visits to business and industry which have sex-integrated employment patterns so students can see women working in non-traditional jobs.

Understand and work to alleviate peer group pressure to maintain sex stereotypes.

Develop literature on careers that dispels sex stereotypes.

Exert pressure on the media for constantly projecting women as homemakers or sex symbols.

More dialogue between the sexes at an early age to assist children to recognize and understand changing sex roles.

To Help Boys Get Along with Changing Roles

Boys see themselves in a lead role for many years in school curriculum materials. When faced with more equal treatment, they may become resentful. More balanced materials in the earlier years may help alleviate this problem.

Boys might accept the changes if they realized that most women need to work and should have the same opportunities for career and advancement that men have.

Counselors sensitive to sex stereotyping could lead mixed girl/boy groups in counseling sessions to broaden understanding of the students.

Role playing was suggested as a way for girls and boys to understand their changing roles.

What Educators Need to Know

Everyone agreed that more resources were needed to combat sex stereotyping in the form of literature, materials and people for role models.

A workshop for teachers to create an awareness regarding the changing world of work was suggested.

Strict enforcement of Title IX is necessary.

Statistics and "real life" examples to make the problems seem more real needed to be made available to students.

Expanding parental awareness needs to be undertaken.

A handbook could be developed to explain the historical facts and myths about sex stereotyping.

The response of the participants to the workshops was very positive and the project staff felt they had gained insights which would be of substantive help in developing the slide show.

After the workshop, work began on the first draft of the script by the project director. The script focused on the length of time--60 years--today's teenager has as a life span for which to plan. The script looked at stereotypic views of women's lives as well as the reality of women's participation in the work force. The script encouraged girls to be aware of the need to take responsibility for their lives and to explore beyond the stereotypes. Boys were assisted to recognize some of stereotypes, both vocational and social, which might limit their life options. Vocational possibilities, both traditional and nontraditional, were discussed for both sexes. Emphasis was given to looking at work plans as a path that can branch in many directions. The script encourages young people to make educational choices which will keep their vocational options open.

As the script was being developed, research was conducted to locate slides to illuminate the script. Sources were found as diverse as the California Supreme Court, the Air Force Academy, television networks, women's basketball teams and the Cabinet. Searching the photographic files of the Library of Congress and the National Archives turned up additional selections. Some of the slides were developed from original photographs taken by the project assistant

in order to take advantage of local school and community opportunities to photograph girls and women in nontraditional training and occupations. Paintings to carry forward the message of the script were created by Patty Saile who served as artistic consultant to the project. These paintings were transposed into slides by the project assistant who was also the project photographer.

The Leader's Guide to accompany the slide show was developed to assist those using the slide show to strengthen their ability to lead a discussion with young people on the new vocational alternatives, the need to explore carefully and the need to plan ahead. The Leader's Guide contained information on women's participation in the work force, suggestions on how to handle value-laden questions on "appropriate" roles for women and men, and a selected resource guide.

Arrangements were made with the school system to show the slide show to students in four, eighth grade classrooms for evaluation purposes. The evaluation was conducted by Steiger, Fink and Kosekoff of California. The evaluation results were very favorable:

> "The responses of the students to the post-test questions assessing their own evaluations of the usefulness of the slide-tape were highly positive. The students indicated that they believed that the slide-tape 1) would help other students think about the future (86 percent), 2) helped them think about the future (79 percent), and 3) would help girls think about new jobs (93 percent)."

The complete evaluation is Appendix D.

A second training/discussion session was held on May 19, 1978 for the vocational education personnel and the Advisory Committee to view

Hey, What Are Your Plans for the Next 60 Years?. Ms. Velma Brawner, the project officer, was in attendance. Techniques were suggested for effective presentation of the slide show. The module itself was presented and was well received. Small group activities were carried out with the participants to further develop personal awareness of sex-role stereotyping. The result of the exercise was lengthy and lively discussion on roles and their meaning. Each participant received a draft of the Leader's Guide to the slide show.

The draft of Hey, What Are Your Plans for the Next 60 Years? was shown to the D.C. Commission for Women and the D.C. Task Force on Outreach for Apprenticeship Opportunities for their comment. The response in both instances was positive and enthusiastic.

Refining and strengthening of the script continued throughout the year as new ideas were developed or new picture possibilities were discovered. Several preliminary drafts were taped and studied for effect in conjunction with the selected slides. The final taping of the script matching the final selection of slides took place in the final month of the project.

A request for a no-cost, one-month extension of the contract was approved by the Office of Education. The extension proposed that, in addition to the 58 sets required by the grant to be sent to the Vocational Sex Equity offices in each State and Trust Territory Department of Education, an additional ten sets be prepared and sent to the regional Sex Desegregation Assistance Centers funded by Title IV

of the Equal Educational Opportunities Programs of the U.S. Office of Education. To strengthen dissemination efforts, the extension proposed to have an invitational screening of the show in the Washington area for individuals and organizations who might be interested in the slide show and could inform others through their internal networks and to prepare a mailing for a select list of individuals, organizations and agencies outside the metropolitan area who might be interested in knowing about the slide show for their own work. The extension was approved.

During the last month of the project, the 68 sets of the slide show and the Leader's Guide were put together and packaged and mailed to the 68 institutions.

The invitational screening was held in the Council Chamber of the District Building on November 3. Speaking at the screening were:

Anne Turpeau, Chair
Commission for Women

Velma Brawner
Project Officer

Helen Lewis
Executive Director
Commission for Women

Mary Ellen Verheyden-Hilliard
Project Director

Katherine Cole, Chair
Project Advisory Committee

Present at the screening were many representatives of national organizations, federal agencies and D.C. school personnel (a list of participants is Appendix E.) The responses of the participants to Hey, What Are Your Plans for the Next 60 Years? were extremely enthusiastic. Many excellent suggestions for further dissemination of the product were made.

Conclusion

The objectives of the project have been completed in a successful and timely manner. The response to the slide show has been enthusiastic wherever it has been shown. Although targeted at junior high school school students, adults screening the production indicated a belief that it also could be used effectively with upper elementary students and senior high school students as well. Responses of adults further indicated that Hey, What Are Your Plans for the Next 60 Years? could also be used as a resource film to help adults understand the kind of assistance and support girls and boys need to move beyond the stereotypes.

We would like to take this opportunity to thank the District of Columbia Commission for Women and their Executive Director, Helen Lewis, for the interest they took in the project and for the opportunities they provided to screen the slide show with diverse adult groups. To the many members of the D.C. School System, both educators and students, who provided generous assistance in helping the project staff carry out their tasks including meetings, reviews, workshops, photographing sessions and evaluations, the project owes a considerable debt of gratitude. The project was not only facilitated but enriched by the participation of the District of Columbia School System. To Ms. Velma Brawner, our O.E. Project Officer, we extend our particular gratitude and thanks for her willingness to attend and participate in meetings, workshops and screenings and for her ongoing interest and support as the project progressed.

As a result of the efforts of all concerned we believe that Hey, What Are Your Plans for the Next 60 Years? will serve a useful purpose in school systems nationwide for some years to come.

APPENDIX A

Combined List

Workshop Participants*

Ohil Aquino
Counselor
Burdick CDC**

Sandra Baker
Career Advisor
Chamberlain CDC

John Bardley
Job Coordinator
Bell CDC

I. Frank Benjamin
Career Counselor
Penn CDC

Zenobia Brooker
Principal
Burdick CDC

George Clanton
Assistant Director
FOCUS Project

Hazel Clarke
Job Coordinator
Chamberlain CDC

J. Colbin
Career Advisor
McKinley Senior High

Cordelia Coleman
Career Advisor
Chamberlain CDC

Angie Corley
Counselor
McKinley Senior High

Carolyn Dedley
Teacher Coordinator
Washington CDC

Barbara Galloway
Counselor
Penn CDC

Nina Gaskin
Assistant Director
Interdisciplinary
Cooperative Ed. Prog.

Felicia Glascoe
Central Office
D.C. Public Schools

Benay Glymph
Career Advisor
Woodson Senior High

Dennis Golabek
Supervising Director
Department of Education

Dr. Gordon
Principal
Penn CDC

Kenneth Green
Assistant Director
Trade and Industry
Phelps CDC

Luis Grillo
Teacher Coordinator
Experience Based
Career Education Program

Bertha Henderson
Career Assessment
Director

Marthell Hicks
Principal
Washington CDC

Calvin Holt
Job Coordinator
Phelps CDC

Theresa Hood
Acting Supervising
Director- Health
Occupations

William Hyman, Jr.
Teacher Coordinator
Bell CDC

Dorothy Jenkins
Assistant Director
Guidance and
Counseling

Eunice Wright Jones
Director
Office of Sex Equity
in Vocational
Education

Norma E. McCord
Assistant Principal
Phelps CDC

Arnold McKnight
CBC Liaison
Interdisciplinary
Cooperative Ed. Prog.

Talmadge Moore
Counselor
Bell CDC

Tommye Moore
Counselor
Washington CDC

Susie Morgan
Counselor
Penn CDC

Amelia Muldrow
Counselor
Chamberlain CDC

Stephen Parham
Teacher Coordinator
Chamberlain CDC

Dolores Parker
Acting Supervising
Director-Business

---

*All participants from District of Columbia Public School System
**Career Development Center

Paul Quander
Principal
Chamberlain CDC

Barbara Ramos
Acting Supervising
Director - Home Economics

Kenn Simpson
Jcb Coordinator
Burdick CDC

Sandra Vanterpool
Career Counselor
Wilson Senior High

Harry Vincent
Counselor
Phelps CDC

David White
Assistant to the
Assistant Superintendent
Career Development

F.L. White
Assistant Principal
Interdisciplinary
Cooperative Education
Program

W. Irene Woodward
Teacher
Business Education
Burdick CDC

Workshop Presenters

Velma Brawner
Project Officer
U.S. Office of Education

Otho Jones
Assistant Superintendent
Career Development Programs

Sarah McGranery
Project Assistant

Anne Turpeau, Chair
D.C. Commission for Women

Mary Ellen Verheyden-Hilliard
Project Director

APPENDIX B

PROJECT OPEN DOOR

First Training/Discussion Session
For Selected Vocational Education Personnel
November 1, 1977

9:00	Coffee
9:15	Introductory Remarks
9:45	Where We are Now: (small groups)
	Accomplishments Road Blocks
	Discussion
10:15	Film: Changing Images
	(From Far West Lab of the Title IV Programs of the Office of Education)
	Discussion
10:45	Purpose of the Project: Goals, Outline
	Title IX--Counseling, Outside Assistance, Information on Research on Sex Roles, Statistics
	Questions
11:30	Where We Would Like To Be: (small groups)
	In Your Opinion:
	What specifically would help girls expand their options? What specifically would help boys to get along with those changes? What specifically would help YOU to be able to support and encourage expansion of options as effectively as possible?
	Discussion
12:00	Wrap-up
12:10	Adjourn

APPENDIX B

PROJECT OPEN DOOR

Second Training/Discussion Session
For Selected Vocational Education Personnel
May 19, 1978

9:00	Coffee
9:15	Introductory Remarks
9:30	Information on
	The slide/sound show
	The Leader's Guide: How to use it
	-for interaction -for introduction -for discussion -for wrap-up -for follow-up -for resources
10:30	Preview "draft" of
	HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?
	Discussion
11:15	The Difficult Questions
11:45	Wrap-up and Follow-up

APPENDIX C

PROJECT OPEN DOOR

SOME RESOURCES FOR VOCATIONAL EDUCATORS

Sex Discrimination in Guidance and Counseling. M. Harway. Report for the United States Commission of Education, 1976.

Today's Changing Roles: An Approach to Non-Sexist Teaching. Resource Center on Sex Roles in Education, the National Foundation for the Improvement of Education, Washington, D.C.

The Vocational Preparation of Women. JoAnn Steiger. Report to the Secretary's Advisory Committee on the Rights and Responsibilities of Women, HEW, 1975.

Women at Work. Irene Kane. Photographs and Charts. Change for Children, 2588 Mission Street, #226, San Francisco, California 94110 ($3.50 individuals, $6.00 institutions).

Women at Work. Report on a series of regional and national seminar/ workshops on Women in the World of Work. U.S. Office of Education, 1974.

Women in Vocational Education. M. Steele. Project Baseline, Northern Arizona University, Flagstaff, Arizona, 1974.

Women Working: Toward a New Society. Alan Pifer. 1976 Annual Report Carnegie Corporation of New York, 437 Madison Avenue, New York 10022.

Work, Women and Vocational Education. Corinne Rieder. Reprint from June, 1977 issue of "American Education" available from Education and Work Group, National Institute of Education, Washington, D.C. 20208.

The following are available from the Women's Bureau, Employment Standards Administration, U.S. Department of Labor:

A Working Woman's Guide to Her Job Rights. 1975.

The Earnings Gap Between Women and Men. 1976.

Help Improve Vocational Education for Women and Girls in Your Community.

Minority Women Workers: A Statistical Overview. 1977.

The Myth and The Reality. 1974.

Selected Sources of Career Information. 1974.

Steps to Opening the Skilled Trades to Women. 1974

Women of Spanish Origin in the United States. 1976.

Women Workers in the Washington, D.C. Standard Metropolitan Statistical Area. 1970.

Also available are various charts showing women's status.

APPENDIX D

Evaluation Report for Project Open Door

by
JoAnn M. Steiger
September 1978

Steiger, Fink & Kosecoff, Inc.
309 Santa Monica Blvd., Suite 206
Santa Monica, California 90401

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ABSTRACT

The evaluation of Project Open Door was conducted in two phases. Phase I was a process evaluation, documenting the accomplishment of activities called for in the project proposal. Phase II was a limited outcome evaluation, providing indicators of the success of the project in affecting the target audience.

Findings were as follows: 1) the project did in fact accomplish the planned tasks, with some adaptations and schedule changes caused by external circumstances, and 2) most students who experienced the slide/tape indicated that they thought the slide/tape both helped them plan their futures and would be helpful to other students. Students who took both a pre-test and a post-test on attitudinal questions showed a net gain, but it was found not to be statistically significant. The lack of statistical significance may have been caused in part by a ceiling effect (30% of the sample achieved a perfect pre-test score) that depressed the mean gain

I. PROCESS EVALUATION

The tasks set for the project were outlined in the proposal. Accomplishments were described in quarterly reports. Based on the proposal, the following milestones were identified by the evaluator in the first months of the project as appropriate for assessment:

Project Open Door Milestones

Phase 1. Start-up

- 1.1 Establish advisory committee
- 1.2 Review recruitment materials for sex bias
- 1.3 Visit sex career development centers
- 1.4 Develop outline for audio-visual script and users manual

Phase 2. Implementation

- 2.1 Hold workshop with target personnel
- 2.2 Develop portable module
- 2.3 Develop draft of user's manual
- 2.4 Hold second workshop
- 2.5 Observe use of module

Phase 3. Completion

- 3.1 Hold third workshop
- 3.2 Complete portable module
- 3.3 Produce 58 sets of the module

Notice of funding was received by project staff on September 1, 1977 and work was begun shortly thereafter. The original plan had been to start the project two months earlier, and the re-scheduling caused some problems toward the end of the project because of the need to test the completed materials with staff

and students before the end of the 1977-78 school year.

Accomplishments

As documented in the first quarterly report (December 1, 1977), the advisory committee was appointed. Its first meeting was held on October 25, 1977.[1] (Task 1.1)

A number of sets of materials were reviewed for sex bias in the first quarter, including those developed for the Career Development Exemplary Project and those at two Career Resource Centers.[2] In the second quarter of the project additional materials were reviewed from each of the Career Development Centers.[3] (Task 1.2)

Each of the Career Development Centers were visited personally by the project director and assistant director in October.[4] (Task 1.3)

The outline for the materials was developed in the second quarter.[5] (Task 1.4)

The workshop for vocational education personnel was held on November 1, 1977.[6] The session included presentation of statistical and research information on sex discrimination and sex stereotyping, small group discussions of accomplishments and roadblocks and the viewing and discussion of an awareness-raising film.[7] (Task 2.1)

The script for the slide/tape was written and the visuals obtained during the second quarter of the project.[8] (Task 2.2) During that quarter the user's manual was outlined.[9] (Task 2.3)

The module was further developed in the third quarter. Four revisions were done of the script. The third and fourth revisions were taped to develop the slide/sound show.[10] (Task 2.2)

During the third quarter a second draft of the user's manual was developed.[11] (Task 2.3)

The second workshop was held on May 19. Participants included administrators, directors of projects, and vocational personnel. The module was presented and well received.[12] (Task 2.4)

The original plans for tasks 2.5 (Observe use of the module) and 3.1 (Hold third workshop) had to be revised because of conflicts with other end-of-the-school year activities.[13] The possibility of such problems arising had been noted by the project director at the start of the project when delay in funding forced a two-month schedule change.

The specific consequences of this scheduling were as follows:

1) rather than having counselors who were trained at the second workshop present the slide/tape to students, the project director herself made the presentations;

2) the third workshop--at which the counselors were to have discussed their experiences in presenting the slide/tape--was cancelled.[14]

The project director reported that the students viewing the slide/tape paid close attention to the presentation despite a number of distractions such as a high level of noise in the halls due to end-of-school activities.[15] Intense student interest was also observed by the member of the evaluation staff present

at the showings, Ms. Eleanor Szanton.

As of August 30, the module was nearly complete.[16] (Task 3.2) At that time a no-cost one month extension of the contract and reallocation of funds among line items had been requested. The purposes of the extension and budget revision were to allow for 1) the integration of new photographs into the slide show and 2) the expansion of the reproduction and distribution plan.[17]

In addition to the 58 copies of the module originally planned, the project director requested authorization to produce an additional ten copies for distribution to the ten federally funded Sex Discrimination Training Institutes.[18]

As per the original plan, letters were sent to state sex equity personnel for vocational education explaining that one copy of the module would be sent to each state free of charge.[19] (Task 3.3)

Conclusion

Project open door did accomplish its planned tasks, with some adaptations caused by external circumstances. Tasks 1.1 through 2.4 were accomplished as planned, but with a schedule shift caused by a two month delay in the award of the funds. Task 2.5 was modified and task 3.1 was eliminated because of end-of-the-school year scheduling problems caused by the two month shift in time frame. A one month no-cost time extension and revision of budget categories was requested at the end of the project. This was to allow for 1) the incorporation of new photographs in the slide show before its final production

(Task 3.2); 2) the expansion of the reproduction and distribution plan.

II. OUTCOME EVALUATION

Methodology

A limited outcome evaluation in two parts was originally planned. Part I would consist of a rating of the skill of a counselor in presenting the slide/tape to students. Part II would assess the reaction of students.

A brief observation schedule for Part I was developed for use by a member of the evaluation staff (For instrument, see page 22). This measure was intended to serve as an indicator of the effectiveness of the presentation in training the counselor or teacher to use the materials and also provide data for possible use in explaining differences in the responses of different groups of students who experienced the slide/tape at the hands of different instructors.

However, scheduling problems at the end of the school year prevented the use of the original instructional design. Rather than having the slide/tape presented to students by counselors or teachers trained by the director of Project Open Door, the presentations to students were made directly by the project director herself. This obviated the usefulness of the observation instrument.

The assessment of student reaction was done with a nine item questionnaire that was administered to all students in each of the four groups receiving instruction. (For instruments see page 19). A pre-test consisting of three items that also appeared on the post-test was administered to the students in three of the groups.

The total number of respondents was 45. Twenty-one were boys and 24 were girls. All respondents but one were black.

Circumstances did not allow for the testing of a control group, so no comparisons can be made between the responses of the students who saw the slide/tape and those of students who did not.

Findings

The following pages discuss the responses of students to each of the questions.

A. Post-test responses, all four classes

Question 1: For about how many years of future life do you have to plan?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) 10 years	8	33	2	10	10	23
b) 20 years	2	8	6	30	8	18
c) 60 years	10	42	8	40	18	41
d) 100 years	4	17	4	20	8	18
Totals	24	100	20	100	44	100

One of the major messages of the slide/tape was the necessity for both sexes to plan for their futures through retirement years. Fifty-nine percent of the students choose a "lifelong" response of either 60 or 100 years, with about the same percentage of boys (60%) and girls (59%) choosing these response categories.

Question 2: Did the slide show help you think about planning your future?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) Yes, a lot	10	45	13	65	23	55
b) Yes, a little	8	36	2	10	10	24
c) Not much	3	14	3	15	6	14
d) No	1	5	2	10	3	7
Total	22	100	20	100	42	100

The vast majority of students indicated that the slide/tape had helped them think about planning their futures, with 55% choosing "yes, a lot" and another 24% choosing "yes, a little" for a total of 79% positive responses. More boys than girls choose the top category (65% of the boys v. 45% of the girls), but more girls than boys choose the two positive categories combined (81% of the girls v. 75% of the boys).

Question 3: Did the slide show help you think about jobs you had not thought of before?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) Yes, a lot	7	30	9	45	16	37
b) Yes, a little	7	30	3	15	10	23
c) Not much	5	22	5	25	10	23
d) No	4	17	3	15	7	16
Total	23	100*	20	100	43	100

Sixty percent of the students indicated that the slide show had helped them think of jobs they had not thought of before. Of these, 37% said it helped "a lot" and 23% "a little". Equal percentages of boys and girls chose positive responses, but more boys (45%) than girls (30%) chose the top category.

Some of the students checking the negative responses ("Not much," "No") may have already been considering non-traditional jobs before exposure to the slide/tape.

*Some columns do not total to 100% because of rounding.

The response categories did not allow the differentiation of the "already converted" from the resistant or non-responsive subject.

Question 4: Do you think the slide show helps other boys and girls think about their futures?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) Yes, a lot	12	52	15	75	27	63
b) Yes, a little	7	30	3	15	10	23
c) Not much	2	9	1	5	3	7
d) No	2	9	1	5	3	7
Total	23	100	20	100	43	100

The vast majority of students (86%) believed the slide show helped other students think about their futures. Sixty-three percent thought it helped "a lot" and 23% thought it helped "a little." A higher percentage of boys (90%) than girls (82%) chose positive responses, and boys (75%) were more likely than girls (52%) to choose the top category.

It is interesting to compare the responses to this question to those of Question 2 which asked about the students own reactions. Roughly the same percentage of girls felt that the slide/tape helped them think about planning their futures (81%) as felt it would help other students (82%). Among the boys, however, a much higher percentage thought it would help others (90%) than thought it helped them personally (75%). Perhaps some of the boys thought the slide/tape would be particularly helpful to girls.

Question 5: Do you think the slide show helps girls think about jobs for themselves that they had not thought of before?

Response choice	Girls #	Girls %	Boys #	Boys %	Total #	Total %
a) Yes, a lot	11	48	14	74	25	60
b) Yes, a little	11	48	3	16	14	33
c) Not much	0		2	11	2	5
d) No	1	4	0		1	2
Total	23	100	19	100	42	100

Ninety-three percent of the students indicated that they thought the slide show helped girls think about new job areas. A higher percentage of girls (96%) than boys (90%) chose positive responses, but more boys (74%) than girls (48%) chose the highest category.

Here it is interesting to compare with Question 3, which asked the student if the slide show helped him or her think of jobs not previously considered. Among the girls, more thought other girls would be helped (96%) than were helped themselves (60%). Perhaps the difference is explained by girls who had themselves already considered non-traditional jobs but who believed most other girls had not.

Among the boys, the higher percentage who thought girls would be helped (90%) than were helped themselves (60%) could be related to either a belief that the slide/tape was more oriented toward girls than boys, or the perception that exploring non-traditional alternatives offers more new opportunities to girls than to boys.

Question 6: Do you think girls need to plan for jobs as much as boys?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) Yes, a lot	16	70	16	80	32	74
b) Yes, a little	2	9	2	10	4	9
c) Not much	1	4	1	5	2	5
d) No	4	17	1	5	5	12
Total	23	100	20	100	43	100

Eighty-three percent of the students thought girls needed to plan for jobs as much as boys; 74% agreed with this "a lot." A higher percentage of boys (90%) than girls (79%) gave a positive response, and a higher percentage of boys (80%) than girls (70%) gave the highest response. Since the absolute number of positive respondents was the same for both sexes (16 "a lot;" 2 "a little") the percentage differences were entirely accounted for by differences in the negative responses. Four girls, but only one boy, chose the "No" response.

Question 7: Did the slide show help you think about the need for girls to plan for jobs?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) Yes, a lot	10	44	10	50	20	47
b) Yes, a little	8	35	7	35	15	35
c) Not much	3	13	2	10	5	12
d) No	2	9	1	5	3	7
Total	23	100	20	100	43	100

Eighty two percent of the students indicated that the slide show helped them think about the need for girls to plan for jobs. Roughly the same percentage of boys (85%) and girls (79%) gave positive responses. As in the previous question, the differential that did appear was accounted for by a higher number of girls giving negative responses. The same caveat in interpreting these negative responses appears here as in Question 3. That is, students who already had thought about the need for girls to plan for jobs could choose a negative response just as easily as students who simply thought the slide/tape was not useful in this regard. This interpretation seems to be supported by the higher figures for Question 5 (93%).

Question 8: Some people are helping girls find out about jobs that used to be only for boys. Do you think this is a good idea?

	Girls		Boys		Total	
Response choice	#	%	#	%	#	%
a) Yes, a lot	17	71	13	65	30	68
b) Yes, a little	4	17	3	15	7	16
c) Not much	2	8	0	0	2	5
d) No	1	4	4	20	5	11
Total	24	100	20	100	44	100

Sixty-eight percent of the students were very positive about having girls helped to find out about traditionally male jobs, and another 16% were somewhat positive, totally 84% positive responses. Girls (88%) were slightly more enthusiastic than boys (80%).

Question 9: Did the slide show help you think about the idea of girls working in jobs that used to be just for boys?

Response choice	Girls		Boys		Total	
	#	%	#	%	#	%
a) Yes, a lot	18	78	10	50	28	65
b) Yes, a little	3	13	7	35	10	23
c) Not much	1	4	1	5	2	5
d) No	1	4	2	10	3	7
Total	23	100	20	100	43	100

Eighty-eight percent of the students indicated that the slide show helped them think about non-traditional jobs for girls. Sixty-five percent thought it helped "a lot." Slightly more girls (91%) than boys (85%) chose positive responses, and a much higher percentage of girls (78%) than of boys (50%) chose the top response.

B. Analysis of pre and post-test scores

Seventeen students completed both a pre-test and post-test. The pre-test consisted of three questions that also appeared on the post-test.* Responses were coded on a four point scale, one being the highest. The mean score on the pre-test was 4.59. The mean score for those same items on the post-test was 4.12, an improvement of 0.47. Eight students showed no changes, six showed an improvement (decrease) of one to three points, and three showed a negative change (increase) of one to two points. A dependent t test was conducted to assess the statistical significance of the changes. The mean gain was found not to be significant at the 0.10 level. (It was significant at the 0.20 level.)

Test of Statistical Significance: Dependent t

N	Pre-test Mean	Post-test Mean	Mean Difference	Standard Deviation	Standard Error
17	4.59	4.17	0.47	1.37	0.33

$t = 1.42$, $df = 16$, $p < 0.10$ (not significant)

In all three cases in which the scores moved in the negative direction, the change occurred on the same item (Question 8: "Some people are helping girls find out about jobs that used to be only for boys. Do you think this is a good idea?") raising questions about possible confusion over the item.

Of the eight students who showed no change in score, five achieved perfect scores on both tests. Thus a ceiling effect prevented measurement of any gain by nearly 30% of the sample.

*Questions 1, 6 and 8.

C. Conclusions

The responses of the students to the post-test questions assessing their own evaluations of the usefulness of the slide/tape were highly positive. The students indicated that they believed that the slide/tape 1) helped them think about the future (79%) and 2) would help other students think about the future (86%) and help girls think about new jobs (93%).

Gains on attitudinal issues measured by pre-post testing were positive but not statistically significant. The lack of statistical significance may have been caused in part by a ceiling effect (30% of the sample achieved a perfect pre-test score) that depressed the mean gain.

Chapter I Notes

1. Mary Ellen Verheyden-Hillard, First Quarterly Report of Project Open Door, Contract #PR 4 98 A H 707278, December 1, 1977, pp. 1-5.

2. Ibid. p. 5.

3. Mary Ellen Verheyden-Hillard, Second Quarterly Report of Project Open Door, Contract #PR 4 98 A H 707278, March 1, 1978. pp. 2-3 and 7-9.

4. Verheyden-Hillard, First Quarterly Report, op. cit, pp. 2-3.

5. Verheyden-Hillard, Second Quarterly Report, op. cit, p. 1.

6. Verheyden-Hillard, First Quarterly Report, op. cit, pp. 5-8 and appendices A and B.

7. Ibid. pp. 5-8.

8. Verheyden-Hillard, Second Quarterly Report, op. cit, pp. 1-2.

9. Ibid. pp. 2 and 6.

10. Mary Ellen Verheyden-Hilliard. Third Quarterly Report of Project Open Door. Contract #PR 4 98 A H 707278. June 1, 1978. p. 1.

11. Ibid.

12. Ibid. p.2 and Appendix

13. Ibid. pp. 3-5.

14. Ibid. pp. 4-5.

15. Ibid. p. 4.

16. Mary Ellen Verheyden-Hilliard. Fourth Quarterly Report of Project Open Door. Contract #PR 4 98AH 707278. August 30, 1978. p. 1.

17. Ibid. pp. 2 and Appendix: Memo to Velma Brawner, Project Officer, U.S. Office of Education.

18. Ibid.

19. Ibid.

APPENDIX:

INSTRUMENTS

Date_____

Project Open Door
Student Questionnaire

Circle One: I am a boy a girl

FOR EACH QUESTION, DRAW A CIRCLE AROUND THE ANSWER THAT IS CLOSEST TO THE WAY YOU FEEL.

Example

Do you like lunch?

a) Yes, a lot
b) Yes, a little
c) Not much
d) No

The student who answered this liked lunch a lot, so he or she circled the answer-- Yes, a lot.

Questions:

1. For about how many years of future life do you have to plan?
   a) 10 years
   b) 20 years
   c) 60 years
   d) 100 years

2. Did the slide show help you think about planning your future?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

3. Did the slide show help you think about jobs you had not thought of before?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

4. Do you think the slide show helps other boys and girls think about their futures?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

6. Do you think the slide show helps girls think about jobs for themselves that they had not thought of before?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

7. Do you think girls need to plan for jobs as much as boys?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

7. Did the slide show help you think about the need for girls to plan for jobs?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

8. Some people are helping girls find out about jobs that used to be only for boys. Do you think this is a good idea?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

9. Did the slide show help you think about the idea of girls working in jobs that used to be just for boys?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

Date_____

Pretest Questionnaire

Circle One: I am a boy a girl

FOR EACH QUESTION, DRAW A CIRCLE AROUND THE ANSWER THAT IS CLOSEST TO THE WAY YOU FEEL.

Example

Do you like lunch?

a) Yes, a lot
b) Yes, a little
c) Not much
d) No

The student who answered this liked lunch a lot, so he or she circled the answer — Yes, a lot.

Questions:

1. Do you think girls need to plan for jobs as much as boys?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

2. Some people are helping girls find out about jobs that used to be only for boys. Do you think this is a good idea?
   a) Yes, a lot
   b) Yes, a little
   c) Not much
   d) No

3. For about how many years of future life do you have to plan?
   a) 10 years
   b) 20 years
   c) 60 years
   d) 100 years

Counselor _____
Date _____

Project Open Door
Rating Schedule for
Observation of Counselor's Presentation

	Scale		
	Yes, definitely	Somewhat	No, definitely not
1. Does the counselor demonstrate familiarity with the slide/ tape as he/she introduces and uses it?	•	•	•
2. Does the counselor set a serious tone, showing that he/she believes sex stereotyping is an important matter?	•	•	•
3. Does the counselor cite statistics or other evidence of the problems of sex stereotyping of career choice?	•	•	•
4. Does the counselor set a tone of encouragement and open-mindedness?	•	•	•
5. Is the counselor responsive to questions, answering them in a way that encourages further exploration?	•	•	•
6. Are there any mechanical problems with the slide/tape that detract from the presentation?	•	•	•

APPENDIX E

List of Participants

Invitational Screening

American Association of Health, Physical Education and Recreation

Carolyn Keith Hines
Leslie Kriener

American Association of University Women

Peg Downey

B'nai B'rith Women

Linda Freeman

Bowie State College

Katherine W. Cole

Capitol Hill NOW

Kim Coleman

Career Education Services

Alice Fins

Department of Treasury

Clark McGranery

D.C. Commission on Human Rights

Lee Perkins

D.C. Commission for Women

Helen Helfer
Jeanne E. Lea
Helen Lewis
Anne Turpeau

D.C. Public Schools

- Armstrong Adult Education Center

  Josephine Reynolds

- Career Planning and Placemen: Branch, Division of Career Development Program

  Dorothy E. Jenkins

- ESAA Career Education Component

  Essie G. Page

In the Running Project of the Women's Educational Equity Act

Marguerite Beck-Rex
Char Mollison

Appendix E (continued)

Lawyer's Committee
Federal Education Project

Linda Brown
Teena Jones
Janet Wells

National Commission
on Working Women

Sandra Porter
Sandra Risser

National Institute of Education
Women's Research Program

Joan Aliberti
Susan Klein

Office for Civil Rights, DHEW

Shoshena Riemer
Charlene Tusan

Project on Equal Education
Rights, NOW LDEF

Liane Bennett
Robin Gordon

Sociologists for Women
in Society

Lora Liss

University of Maryland,
Upward Bound

Dorothy F. Bailey

U.S. Office of Education

- Bureau of Occupational and Adult Education

  Nickie Athanason-Dymersky
  Velma D. Brawner
  Paul Ryub, Jr.
  Gail Smith
  Dorothy Stockton
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- Women's Program Staff

  Patricia M. Goins

WEAL Fund

Betty Garris
Carol Parr
Beata Sheffler Wiggen
Jan Wilkenson

Wider Opportunities for Women

Roberta Kaplan

Women's Bureau, DOL

Ruth Nadel

Women's Media Workshop, Inc.

Zelda Zeldin

YWCA - D.C. Branch

Margaret M. Tyus

Zero Population Growth

Jane Bristol

APPENDIX F

HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?

Leader's Guide

by Mary Ellen Verheyden-Hilliard

ADVISORY COMMITTEE

Dr. Katherine Cole, Chair
Associate Professor of Guidance and Counseling
Bowie State College

Ms. Felicia Glascoe
Assistant, Career Development
District of Columbia Public Schools

Dr. James Guines
Associate Superintendent, Instructional Services
District of Columbia Public Schools

Dr. Otho Jones
Assistant Superintendent, Career Development
District of Columbia Public Schools

Ms. Helen Lewis
Executive Director, District of Columbia
Commission for Women

Ms. Marguerite Selden
Retired Assistant Superintendent
District of Columbia Public Schools

Ms. Anne Turpeau
Program Development Consultant
Chair, District of Columbia Commission for Women

WHY?

Although individual educators are not able to control the stereotyped information youngsters get from other sources, each adult can decide to make a different kind of information available to girls and boys during the time they are in school.

This module is designed to help with that effort. The slide/sound show is a low-key, easy-going discussion among a girl, a boy, and an adult. They talk about long-range plans, occupational options, and social roles. The script offers support to girls and boys who want to explore beyond the stereotypes.

To get young people to think about tomorrow, let alone 60 years from now, is a difficult task. We do not suppose that this module is THE answer. We do hope it will encourage youngsters to begin to be aware of and to plan to benefit from the expanding options they have before them.

The statement below from the evaluation of the project seems to indicate that youngsters were responsive to the slide show:

> "The responses of the students to the post-test questions assessing their own evaluations of the usefulness of the slide-tape were highly positive. The students indicated that they believed that the slide/tape 1) helped them think about the future (79%) and 2) would help other students think about the future (86%) and would help girls think about new jobs (93%)."

In the following pages the Leader's Guide provides information and ideas to assist you to lead a discussion on the slide show that will be a reinforcement and support for change.

BACKGROUND

To assist in accomplishing its goals, the project established an Advisory Committee composed of members of the District of Columbia Commission for Women and District of Columbia Public School Educators. Background for the project was developed with the help of the Advisory, through visits to all District of Columbia Career Development Centers and review of statistical information on life patterns of American women.

A component of the project included training/discussion sessions with selected vocational educators. The purpose of these workshops was twofold: 1) To increase awareness of the need to eliminate sex stereotyping in vocational education; and 2) To incorporate the unique insights of the vocational educators in the development of the technical assistance products of the project.

Sixty-eight sets of the module will be produced under terms of the contract. Fifty-eight of these will be disseminated to the Vocational Sex Equity Office in each state, trust territory and the District of Columbia mandated by the Vocational Education Legislation of 1976 to achieve sex equity in vocational education. A module will also be sent to each of the ten Sex Discrimination Institutes of the Title IV Equal Education Opportunity Program.

WHEN TO USE

With Girls and Boys: When talking with students about vocational and career planning. Girls and boys need to explore the reason behind the need for broader occupational choice for women and they need assistance in exploring some of the myths surrounding social roles.

With Educators: When talking with educators about helping students prepare for changing occupational and family roles. Using the slide show can help educators strengthen their efforts to achieve sex fair vocational education as set out in the Vocational Education Act of 1976 and in Title IX of the Education Amendments of 1972.

With Parents: When talking with parents about the need to encourage youngsters to explore all career options. Parents can be encouraged and helped to understand why their daughters as well as their sons need encouragement to explore all possible career options.

INTRODUCING THE SHOW

Some ideas you may wish to spin together to introduce the show to students might include:

The name of the show:	Hey, What Are Your Plans for the Next 60 Years? Funded by the U.S. Office of Education.
What it's about:	Raises some questions about your plans for the rest of your life. Tells a little about some of the new jobs that are opening up for women and for men. Suggests some reasons why it's a good idea to try something new and how you may feel about that. Talks a little about how changes in work have brought some changes to family and social roles and how people may feel about those changes.
How long:	The 80-frame slide show takes about 15 minutes.
Questions:	If you have any questions, we can talk about them afterwards.

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INTERACTION TECHNIQUES

Audience: As we all know, making jokes or expressing disinterest in something new is often a way to mask uncertainty and even fear of unknown possibilities and consequences.

Perhaps this slide show will generate a lot of comment from your students; perhaps, almost none. Many workshop leaders have found that youngsters, girls particularly, are often guarded in expressing opinions in favor of jobs and independence for women because they are afraid of being put down and left without any support.

Presenter: Be openly supportive and encouraging of those expressing interest. Sex stereotyping, sex bias and sex discrimination are serious concerns. If necessary, make clear that "humourous" comments at the expense of girls or boys willing to explore a non-traditional vocational path are a form of harrassment that is unacceptable and that you find about as funny as you would find a racist "joke."

This doesn't mean you have to be solemn. It does mean actively discouraging stereotyping at all levels and actively reinforcing and supporting non-traditional exploration.

The main thing is: Encourage your students to keep their life options open by taking full advantage of what the school offers--that chance may never come so easily or so cheaply again.

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PROVIDING INFORMATION ON OCCUPATIONAL AND SOCIAL ROLES

Audience: A student's information about the world comes mostly from the home, the school, and the media including television, newspapers, magazines and books.

With rare exceptions, none of these sources of information tells much about the vocational possibilities opening up to women--or offers much in the way of reasons for exploring such opportunities. Although the changing family roles of women and men may be a subject for the TV talk shows, recognition of these realities has not penetrated in any significant way into children's programming, children's books, or children's schools.

Presenter: Although you may not be able to control the stereotyped information youngsters get from other sources, you can choose to make a different kind of information available through yourself and your school resources.

If you do a little homework before you show the module, you will be able to answer some of the questions that may be asked.

Some statistical information is available directly in this handbook. Further resources are listed in the bibliography.

Be willing to say you don't know all the answers, BUT that you will help students find out. When you do that, you have identified yourself as a resource person the student can turn to--and that may be the best of all support that you can offer a student seeking help exploring non-traditional opportunities.

YOUR HOMEWORK

The following are Federal statistics that you should be able to quote at the drop of a question concerning why all girls need to prepare to work.

The majority of women between the ages of 18 and 64 are in the work force (60 percent) and the figure is on a continuing upward spiral.

The American work force is edging toward a composition of 50 percent men and 50 percent women.

Whether she marries or remains single, the average American woman can expect to work for at least 25 years of her life for pay outside the home.

There were 500,000 divorces in 1965 and 1,000,000 in 1975.

Only one out of five women receives any child support after separation.

Less than 2 percent of widows receive any financial benefit from husband's pension plans.

Two thirds of all the old people who are poor are women.

For a girl to prepare for work is no longer preparation for something to "fall back on." It has become, as it always has been for boys, preparation for survival.

QUESTIONS YOU MAY ENCOUNTER

Some questions you may want to be prepared to discuss include:

Do schools really let girls/boys take.....?	Yes they do. You have the right to take whatever course you are interested in and have ability for. Title IX of the Education Amendments of 1972 and the Vocational Amendments of 1976 are Federal laws which prohibit discrimination in schools on the basis of sex.
But don't girls/boys feel silly taking..... or There probably aren't many boys/girls taking.... and I'd feel silly.....	We welcome both girls and boys in all our classes. Some boys and girls have tried different courses of study such as..... and found out that they liked those courses. The teachers know that you might feel strange at first and they are ready to help in every way they can.
Can I visit the school or a particular class?	(Only you know the answer to this, but if you can say yes and set up a visit fairly soon it will help reinforce the new interest.)

THE CAN'TS AND THE SHOULDN'TS

Girls can't.....
Girls shouldn't.....
Boys can't.....
Boys shouldn't.....
Girls don't know as much about.....
Boys don't know as much about.....

If the youngsters raise stereotypic questions, try to answer by reminding them not only of your opinion but of the facts presented in the slide show. This helps reinforce your position by bringing in "outside" support.

Girls aren't as strong as boys and can't do heavy work.

Not all boys are equally strong. Remember it is a stereotype (write it down if there is a place) to assume that every member of a group is the same. Remember what the slide show said about state laws that protect both men and women from having to lift unreasonably heavy objects.

Girls don't really work after they get married.

In 1978, 60 percent of ALL American women between 18 and 64 worked outside the home for pay. The entire American work force is edging toward a composition of 50 percent men and 50 percent women.

But when women start a family don't they usually leave their jobs?

Some do and some don't. Fifteen and a half million women with children, pre-school through high school, are in the work force right now.

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But their husbands work and they don't need to work.

Women work for the same reasons men do--to make money. Like men they hope to work at something they like, but like it or not they have to survive. Two thirds of women who work are single, divorced, widowed, separated or married to men who make less than $7,000 a year.

Don't you think a woman's place is in the home?

A woman is an adult human person. Her place is wherever she chooses to make it.

But don't you think most women would rather stay at home and take care of their families?

We really don't know what "most" women would rather do. We only know what they have done so far and what the trends of change seem to be.

Remember what the slide show said: the number of women going to work increased from 38 percent in 1960 to almost 60 percent in 1978.

It may be that in the past one of the reasons women quit their jobs when they had children is because jobs paid less and perhaps weren't as interesting. As women get paid more and are working at jobs they like, more women continue to work throughout their lives, regardless of whether they marry or not.

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Who's going to take care of the children? Isn't that the mother's job?

Aren't children the responsibility of both the mother and the father?

More and more couples are working out ways for both mother and father to take care of their children. It's one of the things to think about as you plan your life.

The main thing is--don't assume that only the woman is responsible for the children--she isn't.

WRAP-UP IS IMPORTANT

This is a good time to pull together and underscore ideas for easier remembering.

REINFORCE

Remember there are a lot of different jobs opening up for women and men that weren't previously available.

There are Federal and State laws that help protect you from being discriminated against because you are a male or a female.

More and more husbands and wives are both working and sharing child care and housework.

And most of all--remember that by the time you are ready to go to work, even more possibilities will be opening up.

ENCOURAGE LOOKING AHEAD

The thing is, a lot of the time we think we know what we are going to be doing forever, but things change, and we end up doing something else--or wishing we could do something else.

For example, suppose when you are ready to graduate from high school there is a training program that you could get into if you had enough math--like the apprenticeship programs the slide show talked about--but suppose you hadn't taken the math because you thought you'd never need it--the opportunity would be lost because you didn't get ready for it.

Being ready for opportunities, sometimes helps them to happen. It sure can't hurt.

A lot of the time what we call "luck" is really being ready.

So help your "luck"--and do what you can to get ready while you are in school.

OFFER SUPPORT

If any of you want to talk to me more about these opportunities, my name is _____and I'm at (name of school). I've told your counselor (if you're not the counselor) that I will be glad to talk to anyone who wants more information--so just give your name to (her or him) and I'll get back to you. (Don't say this unless you really mean to do it.)

FOLLOW-UP SUGGESTIONS

You may want to pick up some of these ideas for inclusion in your wrap-up remarks.

What you can do:

Can you arrange for interested girls and boys to visit vocational schools and work sites where they will see both men and women working?

Can you arrange to bring in, from time to time, women and men who work in jobs which are non-traditional for their sex?

Can you arrange for men as well as women who take or share responsibility for home and child care to come in and talk about how they work it out?

Can you arrange to show some other media presentations on non-traditional jobs and training to keep reinforcing the idea?

Can you arrange to talk about the ideas in this presentation at a staff meeting, a meeting for parents or a community meeting?

What the student can do: Talk to you more about the ideas at some future time (either individually or in groups).

Talk to the counselor about what kind of high school courses would be best to take in order to prepare for several different kinds of jobs that interest her or him.

If you can interest the junior high teacher in using non-traditional career exploration as a career education activity, youngsters could develop several activities over the year to broaden their exploration: films, job-site visits, speakers, information collection, projects and so on.

SELECTED RESOURCES

Chisholm, Shirley. The 51% Minority. Address delivered to the Conference on Women's Employment, Chicago, 1970. Chisholm argues for rejection of old stereotypes in order to create change in a humanistic way.

Ernest, John. Mathematics and Sex. A survey of women in the field of mathematics indicates that girls are limited and stereotyped from kindergarten through graduate school. Department of Mathematics, University of California, Santa Barbara, California 94110.

FREESTYLE: 13 half hour television programs for nation-wide broadcast in 1978. The series will focus on non-sex-stereotypic career exploration. Fifteen minute segments available for showing in school. Support materials: Curriculum guide, publications for use in the home and Freestyle Comic Book. For information: Dr. Mary Lou Randour, National Institute of Education, 1200 19th Street, N.W. Washington, D.C. 20208.

Guidelines for Sex-Fair Vocational Education Materials. The guidelines were developed under a contract from the Bureau of Occupational and Adult Education, Office of Education. The Guidelines cover language, images, historical and social roles and discrimination. Women on Words and Images, P.O. Box 2163 Princeton, New Jersey, 08540.

Kane, Irene. Women at Work. Packet of fiften 8 x 10 photographs of women of different ages and ethnic backgrounds working in non-tradtional jobs. Change for Children, 2888 Mission Street, Room 226, San Francisco, California 94110.

Kaufman, Judith. Changing Directions. Seven booklets containing models for workshops including one on women in vocational education. Funded by the Women's Educational Equity Act. Leadership Development Project, Wisconsin Board of Vocational, Technical and Adult Education, 4802 Sheboygan Avenue, 7th Floor, Madison, Wisconsin 53702.

Keeney, Mary R. It's Her Life. Film of parents discussing their feelings as their daughters entered and progressed in non-traditional vocational education programs. Funded by the Women's Educational Equity Act to the Pennsylvania Commission for Women-Governor's Office, 512 Finance Building, Harrisburg, Pennsylvania 17120.

Project on Equal Education Rights. Anyone's Guide to Filing a Title IX Complaint. A pamphlet designed to inform persons how to file a Title IX complaint and how that complaint may be handled. PEER, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

Sadker, Myra. A Student Guide to Title IX. A handbook of students' rights and how to identify discrimination in their school and what they can do about it through Title IX. Government Printing Office, Washington, D.C.

Verheyden-Hilliard, Mary Ellen. Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your School. Twelve booklet package including one booklet on vocational education. PEER, 1029 Vermont Avenue, Suite 800, Washington, D.C. 20005.

Whatever Happened to Debbie Kraft? A booklet/game to be used in groups or individually which requires the reader to make choices for Debbie which lead to other choices. No correct choice is suggested and no choice leads to a "perfect" ending. The choices involved family, work and education. Feminists Northwest, 5038 Nicklas Place, N.E., Seattle, Washington 98105.

Women in Non-Traditional Occupations: A Bibliography. Annotated bibliography of literature on women in non-traditional careers covering material published between 1970-1976. Available through ERIC # ED 133460. P. O. Box 190, Arlington, Virginia 22210.

Women's Bureau, Department of Labor, Washington, D.C. 20210.
Young Women and Employment: What We Know and Need to Know about the School-to-Work Transition. A new book from the Bureau addresses problems concerning teenage women with small children, how occupational choices are affected by schools and parents, and employment of disadvantaged young women.

Many other informative booklets are also available free of charge. Publications of the Women's Bureau 1977 is an invaluable resource guide to getting worthwhile publications such as: The Myth and the Reality, which refutes common misconceptions with the truth about working women. Highlights of Women's Employment and Education, statistics on women's employment patterns, earnings and education. The Wage Gap Between Women and Men, current statistics on earnings of the employed American.

Script Of

HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?

1 • A.* Hello. Hello out there. Don't worry. This slide is a blank on purpose. It's like the rest of your life, it hasn't happened yet. So that raises a question you might want to ask yourself.....

2 • A. What are your plans for the next 60 years? That's a big chunk of time, 60 years.

3 • A. What will you do with your 60 years? What will you aim for? How will you.....

G.* Hey, stop a minute.

A. Yes?

G. What's 60 years got to do with anything?

4 • A. Well, because on average, girls and boys in America can expect to live until they are 75 or 80 years old.

5 • A. If you're a teenager now, you can hope to be around for another sixty years, maybe even longer.

6 • G. 75.....15.....Yep, that's 60 years.

B.* 60 years! That's a long time.

7 • A. So I'll ask you again. What are your plans for the next 60 years? Until you may be 75.

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*A: Adult; G: Girl; B: Boy

8 • B. Well, I'll get a job and she's gonna get married as soon as she gets out of school.

9 • B. Chances are she'll have a family. Some guy will take care of her for the next 60 years. So what's the big deal?

G. Oh, wait a minute, women do more than that these days!

10 • G. They work before they get married and then when the children grow up they often go back to work. Right?

A. Well, I have to tell you--you've both made some really stereotyped remarks about women.

G. What do you mean stereotype?

B. Yeah, how do you mean?

11 • A. The dictionary says a stereotype is ignoring individual differences.

12 • A. Stereotyping is treating groups of people as if they were all as much alike as a bunch of sheep. Like some people have stereotypes about teenagers.

G. And how!

B. That's the truth!

13 • A. Well in the same way, it's a stereotype to assume that a woman always wants someone to take care of her, or that she doesn't need to think about work because there will always be someone to take care of her.

14 • A. Nowdays, women work for the same reasons men do.

G. Because they want to make money?

A. Yes, because they want to make money.

G. .....and be independent.

A. Yes, and be financially independent.

15 • A. Girls, just like boys are thinking ahead to a career goal these days.

G. Girls want to work at something that interests them and has a future to it, too.

B. Yeah, but most girls do get married and don't work. Even if they work for a while when they get out of school, they stop as soon as they get married and then they never work again.

16 • A. Well, that used to be true, but not anymore. In 1960 only 37 percent of all women worked for pay outside the home. Now, most women work outside the home. 59 percent of all American women between 18 and 64 years of age are in the work force. That's the majority of American women.

G. But only if they don't have children.

A. Well, that used to be true, too. But like so many other things, it isn't true anymore.

17 • A. Even if women have children, women work. Over 15 and a half million women with children of all ages work. By the time both of you are 20 or 25 years old those figures will probably be even higher.

G. Still, it's kinda hard to think about it now.

B. What do you mean?

18 • G. Well, in spite of what we've said, I can tell you that if you're a girl and you start talking about

G. planning for a life long job, a lot of people think you're crazy. They tell you that you are going to get married anyway and that children will take up all your time.

19 • G. Or they say your husband wouldn't like it if you made too much money.

B. That's dumb!

G. It may be dumb, but that's what they say.

B. Well, I wouldn't say it.

20 • B. Listen, if I had a wife and she was making good money, that would mean our family would be better off. Why would I be against that? Or if I lost my job, there'd still be money coming in. Or suppose I wanted to try a different kind of work, if she had a good job, we'd keep going all right while I got started. And I could do the same things for her. We'd help each other.

21 • G. Yeah, but what if she was making more money than you most of the time. Don't you think you'd feel kind of funny?

B. I tell you what I think. I think the more she makes the better off we both are. That's what I think.

A. But what do you think?

G. Me?

22 • A. Yes, whether you get married or not. Whether anybody likes it or not. Would you like to have a job that interests you? That has a future to it? That puts money in your pocket for the next 60 years?

G. Hey, maybe I would!

23 • G. I could be a nurse or a teacher or the secretary to the president of the company.

A. Those are certainly possibilities. And there are lots of other possibilities nowdays. Other jobs that pay good money.

24 • G. Like airline stewardess?

B. But don't forget, stewardesses are called flight attendents now because men work at the job too.

A. That's right. And just as the flight attendent job has opened up to men, other jobs in the air industry are opening up to women.

25 • A. And in some of those jobs, learning about mechanics in school may help you to get a head start. For example, did you ever think about traveling around the country as a flight engineer on a commercial airline? That's what Valerie Petrie does with Western Airlines.

G. I heard that women are pilots for the big airlines. Is that true?

26 • A. Certainly is. As you can see from this list, all the big airlines are hiring women to pilot their aircraft. By the time you are old enough to be a pilot, even more women will be flying the planes, or navigating them, or repairing them.

27 • A. Like Gail Gorski, the pilot pictured here in the cockpit of her United Airlines jet liner.

28 • A. You know, in the past, most jobs that women held were indoor jobs - like the telephone operators. But now opportunities are increasing for outdoor jobs.

29 • A. For instance, some of the women who work for the telephone company have moved outdoors. If you look up, don't be surprised if you find the line worker is a woman.

30 • A. And if you look down, you may find that the electrician working on that cable is a woman too.

31 • B. And when you go to make a call these days, a lot of the time the telephone operator is a man.

G. It surprised me the first time I heard a man's voice on "information" but now it doesn't sound strange at all.

32 • A. That's how I felt the first time the mechanic who worked on my car was a woman. Now it seems perfectly ordinary.

B. I guess what seems unusual now, may seem like an everyday thing in a few years.

A. You are absolutely right.

33 • A. And that's also a very important idea to remember when you are planning your high school classes. For instance, courses you take in high school, can help you prepare for apprenticeship training programs. You can learn to be a bricklayer, carpenter, electrician, printer, plumber or lots of other special skills.

34 • A. Apprenticeships used to be almost entirely for men but nowdays, more and more women are taking apprenticeship training to prepare for those special jobs.

G. Well, I don't think I'd be interested in most of those jobs--like carpenter or electrician.

A. Well, let me see if I can increase your interest.

35 • A. In some parts of the country you can earn $58,000 while you take a four year training program to become an electrician. After you learn the trade you make even more.

G. I think I just got interested.

B. But don't you think some of those jobs would be too hard for a woman?

G. That's a stereotype. If I want to work at a job I'm able to do, and make more money at, there's no reason why I shouldn't.

36 • G. And what about the people who operate those big construction machines. I'll bet they make good salaries and that doesn't take any more strength than pushing a button or shifting a gear.

B. That's true.

A. Dolly Monte shown here, operates this big machine in the coal mines in Illinois. She says its a little like driving a truck except that her truck is 300 feet underground!

37 • A. One thing everybody should keep in mind is that there are safety laws that set limits on a job concerning how much any person, woman or man, can be asked to carry. For example, 30 pounds is about as much as a 3 year old child weighs. Do you think a woman or a man could lift a 3 year old child?

B. Hey, I never thought of that.

G. Me either.

B. But you know what I mean. Everybody is always telling you that girls won't take a job where they might get dirty.

38 G. Listen, don't worry. With the money I make I'll buy a car and ride to the grocery and buy lots of soap.

B. (Laughing) Hey good!

39 A. One very important thing to remember when you are planning about your first job is just that--it's your first job. It could lead to another job which pays more, or has more opportunities for getting ahead. You might plan to get more education as you go along. Or you might get all your education first.

40 A. It may help to think of work as a path that can lead in several directions. If you're going to move ahead...

G. .....don't plan to settle under the first tree forever.

A. That's right!

41 A. For example Edwina Gray is studying drafting at her vocational school. She plans to use her drafting skills to go on to be an architect. She is thinking ahead.

42 A. Learning about the giant offset printing machines in your school could lead to all kinds of jobs in the printing industry. Or you might do what Mary Lewis did.

43 A. Mary Lewis started out as a secretary but she didn't stay under the first tree. She learned about painting and now has her own company called the Women's Paint Crew in Washington, D.C. You can learn about painting in your vocational schools, too.

G. My own company!

B. That's hard...starting a company.

A. But it's a possibility. Vocational schools teach basic courses which can help you learn something about being a business person.

44 • A. And there are groups like the National Association of Women Business Owners to help women get started and the Small Business Administration in the government which helps all the little companies. And don't forget the fancy word for business is "commerce."

45 • A. And for the first time, a woman has been appointed as Secretary of Commerce in the President's Cabinet. Her name is Juanita Kreps.

G. There really are jobs opening up in alot of places.

A. Yes there are.

46 • A. Take television for instance.

B. You mean being an actor or actress in a commercial?

A. That's a possibility, but now women as well as men are putting TV shows together. Women direct, write, edit the film, run the television cameras and microphones. Thursa Thomas, pictured here, runs the whole show. She is a producer for the TV station WJLA.

47 • A. Betsy Ashton is a television news reporter who brings a special slant to her reporting by doing sketches of court room scenes like the ones you see in the news programs. That's a very special job because cameras are not allowed in most courtrooms and the only way for a reporter to get a picture of what's going on is through a drawing.

G. We have a woman newscaster on our local station.

48 • A. Yes, and also at the national level we are now seeing women like Barbara Walters as reporters and interviewers.

49 • A. Another big area that's changing is sports. Athletics is a career for women, too. Women are coaches, trainers, athletic directors.

G. Is this picture Billy Jean King?

A. Sure is. She is a world tennis champion, of course. She also published her own magazine on women in sports.

50 • G. School sports used to be mostly for boys but now more and more girls are getting on teams.

B. People are cheering for girls teams now, too.

G. Yeah, it's fun traveling to other schools and playing to win.

51 • B. You know, even the military has changed.

A. MmHm. Men and women in the armed forces are working together now.

52 • A. They are flyers.

53 • A. And women are being appointed to all the military academies by their congressperson. Women are now at Annapolis, the Air Force Academy and West Point.

54 • A. And the Marine Corps has just appointed its first general who is a woman, Brigadier General Margaret Brewer.

55 • A. In the field of law many women are legal secretaries.

B. But now they can be police officers.

56 • G. .....and lawyers and judges, too.

57 • A. The chief justice of the California Supreme Court is a woman, the Honorable Justice Rose Bird.

58 • A. Patricia Harris is an attorney who became the Secretary of Housing and Urban Development in the Cabinet of the President of the United States. So if.....

G. Stop a minute will you? This is all very interesting but I'm not ready to go to work yet. So what has all this got to do with me?

B. Yeah, me too. Nobody's going to appoint us to the President's Cabinet tomorrow.

59 • A. No, not tomorrow. But remember our famous question: what are your plans for the next 60 years? Because a lot of what you will be able to do during the next 60 years does depend on what you do right now--what you do tomorrow, so to speak.

B. How do you figure?

60 • A. Well, take Danita Moore for instance. She got interested in woodworking in junior high school. Now she is in high school training to be a carpenter. She's thinking ahead to the next 60 years.

61 • A. You might learn something in a science class that could start you in all kinds of direction. And not only in the special vocational courses, but the regular courses that you might think you will never need may turn out to make a big difference in your life later on.

G. How do you mean?

62 • A. Take algebra for instance.

B. I don't want to take algebra.

G. Me either, I'll never need it.

A. You are mistaken. People who take algebra generally get better scores when they take tests to get a job.

63 • A. It has been suggested that people who have taken algebra have a 25 percentage point advantage for civil service, military, apprenticeship and employment placement examination that you often have to take to get a job.

G. You mean algebra is important even if I don't go to college?

A. You bet. Doing well in math, taking algebra and geometry can make a big difference. And if you think you might ever go to college, take all the math you can while you're still in school. It's just easier to do it now, than later.

64 • G. Some of these jobs we've been talking about would be real interesting. But I don't think people would give them to a woman. I'd almost be afraid to try.

A. I can understand that. But you might be surprised.

65 • A. Even the U.S. Census Bureau which keeps track of what we are all working at, has changed the way it talks about jobs. This list shows just a few of the titles the Census Bureau has officially changed so that the name of the job can apply to both men and women.

-30-

For example: Repairmen are called repair specialists. Firemen are called firefighters.

B. But isn't that kind of silly worrying about names like that?

G. Well, you didn't think it was silly that stewardess was changed to flight attendent when men started working on the job.

B. Yeah, I see what you mean.

66 • A. And take Beatrice Rudder, of the Washington, D.C. Fire Department, and others like her. She certainly isn't a fireman but the people she has helped save would certainly agree that she was a firefighter.

G. Still, I bet a lot of people have stereotypes about what jobs women or men should have, and I bet they just won't give some jobs to a woman, no matter how good she is.

67 • A. There's certainly some truth in that. But there are more and more people who don't feel that way. There are now even Federal laws to protect girls and boys from being discriminated against in their own schools. Title IX and the Vocational Amendments say you cannot be kept out of any course because you are a girl or because you are a boy. You both are entitled to all the training you can get.

68 • A. Keep remembering things don't stand still, they change and they change fast. You want to be ready for those changes. Sixty years ago none of the things in this picture existed. Sixty years ago, hardly anybody even had a radio.

B. That's right, television hadn't been invented yet.

G. They didn't have jetplanes or transistors or computers.

A. Sixty years ago, women weren't even allowed to vote and very few women worked outside the home for pay. Today, nine out of ten girls now in school will go to work.

69 • A. So what is it you want to do for the next 60 years?

G. I really don't know yet.

B. As a matter of fact, I don't either.

A. That's all right. But maybe it's time to begin thinking about it. About what courses will help you later on. How to keep your options open. So look around.

70 • A. Talk to people who have different kinds of jobs in your town. Selena Jagger shown here flies a helicopter from which movies and TV programs are filmed.

71 • A. See what your vocational school is doing. Like Valerie Williams you may find out that you are interested in communication electronics.

72 • A. Find out about carpentry training and what kinds of jobs it can lead to.

73 • A. Find out how much money a master baker makes and the kinds of places bakers work.

74 • A. Ask about the drill press and where drill press operators work. Be sure to ask how much different jobs pay.

75 • G. And don't forget the algebra.

B. And don't forget the algebra.

A. By all means, don't forget the algebra.

76 • B. Don't stereotype yourself.

C. And don't let anyone else do it either.

77 • A. Being ready for opportunities sometimes helps them to happen. It sure can't hurt. A lot of the time what we call "luck" is really being ready. So help your "luck" and do what you can to get ready while you are still in school.

78 • A. Keep thinking about it and one for these days you will start answering the famous question! Hey, what are your plans for the next 60 years?

79 • HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?

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